
2A

Action

Professional Service Committee

Teacher Supply in California 2006-2007, A Report to the Legislature

Executive Summary: This agenda item is in response to Assembly Bill (AB) 471 (Chap. 381, Stats. 1999), which requires the Commission to report to the Governor and the Legislature each year on the number of teachers who received credentials, certificates, permits and waivers to teach in California public schools.

Recommended Action: Staff recommends that the Commission approve the *Teacher Supply in California 2006-07* report for submission to the Governor and Legislature.

Presenter: Teri Clark, Administrator,
Professional Services Division

Strategic Plan Goal: 5

Engage in evaluation, assessment and research studies that inform the Commission's work.

- Track current trends and research in educator preparation and certification.

April 2008

Teacher Supply in California 2006-2007, A Report to the Legislature

Introduction

This agenda item is a report of multiple subject, single subject and special education credentials awarded by the Commission in 2006-07. The report includes information on all credentials, certificates, permits and waivers awarded in 2006-07. The full report is available on the Commission's web site: http://www.ctc.ca.gov/reports/TS_2006-2007_AnnualRpt.pdf

Background

Assembly Bill 471 (Chap. 381 Stats. 1999) requires the Commission on Teacher Credentialing (Commission) to report to the Governor and Legislature annually. The requirements of the report are detailed in EC 44225.6 and must include the following:

1. The number of individuals recommended for multiple subject, single subject and special education credentials, by higher education and alternative certification routes and the type of credential or certificate for which they were recommended.
2. The number of individuals receiving an initial credential based on a program completed outside of California and the type of credential or certificate for which they were recommended.
3. The number of individuals receiving an emergency permit, credential waiver, or other authorization that does not meet the definition of a highly qualified teacher under the federal No Child Left Behind Act of 2001.
4. The number of individuals receiving a certificate of completion of staff development pursuant to EC 44253.10.
5. The number of individuals, statewide, by county and by school district, serving on the following documents and the percentage of the total number of individuals serving as teachers statewide.
 - University and district internships
 - Preinternships
 - Emergency permits
 - Credential waivers
 - Preliminary or professional clear credentials
6. The total number of credentials recommended by all accredited teacher preparation programs for each of the following:
 - The University of California system
 - The California State University system
 - Independent colleges and universities that offer teacher preparation programs approved by the Commission
 - Other institutions that offer teacher preparation programs approved by the Commission

Recommended Action

Staff requests approval of the report for submission to the Governor and Legislature.



COMMISSION ON
TEACHER CREDENTIALING

Ensuring Educator Excellence

**Teacher Supply in California
A Report to the Legislature
Annual Report
2006-07**

**Submitted Pursuant to AB 471
(Chap. 381, Stats. 1999)**

This report was developed by Teri Clark and Marjorie Suckow of the Professional Services Division of the Commission on Teacher Credentialing. For more information about the content of this report, contact msuckow@ctc.ca.gov.

April 2008

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Calderon, Josie	Public Representative	2009
Cheung, Caleb	Teacher Representative	2009
Cordeiro, Paula	Public Representative	2008
Gaston, Margaret	Public Representative	2009
Gomez, Guillermo	Teacher Representative	2008
Husbands, Jennifer	Administrative Services Representative	2011
Littman, Leslie	Designee, Superintendent of Public Instruction	Ongoing
Pearson, P. David	Faculty Member	2009
Perry, Lillian	Teacher Representative	2009
Schwarze, Leslie P.	School Board Member	2008
Sun, Ting	Public Representative	2011
Whitson, Loretta	Non-Administrative Services Credential Representative	2008
Vacant	Teacher Representative	
Vacant	Teacher Representative	
Vacant	Teacher Representative	
Ex-Officio Members		
McGrath, Marilyn	California Postsecondary Education Commission	
Symms Gallagher, Karen	Association of Independent California Colleges and Universities	
Sloan, Tine	University of California	
Young, Beverly	California State University	

Vision Statement

Ensuring high quality educators for California's diverse students, schools and communities.

Mission Statement

The mission of the Commission on Teacher Credentialing is to ensure integrity and high quality in the preparation, conduct and professional growth of the educators who serve California's public schools. Its work shall reflect both statutory mandates that govern the Commission and research on professional practices.

Teacher Supply in California 2006-2007

A Report to the Legislature

Executive Summary

Determining teacher supply in California is essential for policy makers as they analyze how current statutes and policies impact teacher recruitment, teaching incentives and teacher preparation. This report provides data collected by the Commission on Teacher Credentialing (Commission) and addresses several questions regarding the supply of teachers newly available to teach in California classrooms.

This report is provided in response to Assembly Bill 471 (Chap. 381, Stats. 1999). AB 471 requires that the Commission report to the Governor and the Legislature each year on the number of teachers who received credentials, certificates, permits and waivers. The report includes the type and number of documents issued authorizing service to teach in California public schools or schools under public contract for fiscal year 2006-07. The report incorporates the requirements of the legislation into a tool for policy makers and others interested in teacher supply. More detailed data is available on-line in the full report at http://www.ctc.ca.gov/reports/TS_2006-2007_AnnualRpt.pdf.

This report is organized with the following headings:

- The Number of Teachers Earning Credentials
- The Types of Credentials Teachers Are Earning
- Preparation through an Intern Delivery Model
- Paraprofessional Program
- Who Prepares California's Teachers?
- Are More People Considering a Teaching Career?
- Teachers Who Earned an English Learner Authorization Through Staff Development
- The Number of Permits and Waivers that are Not Compliant With The Highly Qualified Teacher Requirement in NCLB
- Number of Individuals Employed in Public Schools Holding Teaching Documents

In sum, in fiscal year 2006-07, California saw a nearly 7 percent decrease in the number of newly credentialed teachers, but an increase of almost 16 percent in the number of out-of-state prepared teachers. The number of fully-credentialed teachers increased slightly to 95.8 percent of all California public school teachers in 2006-07.

The Number of Teachers Earning Credentials

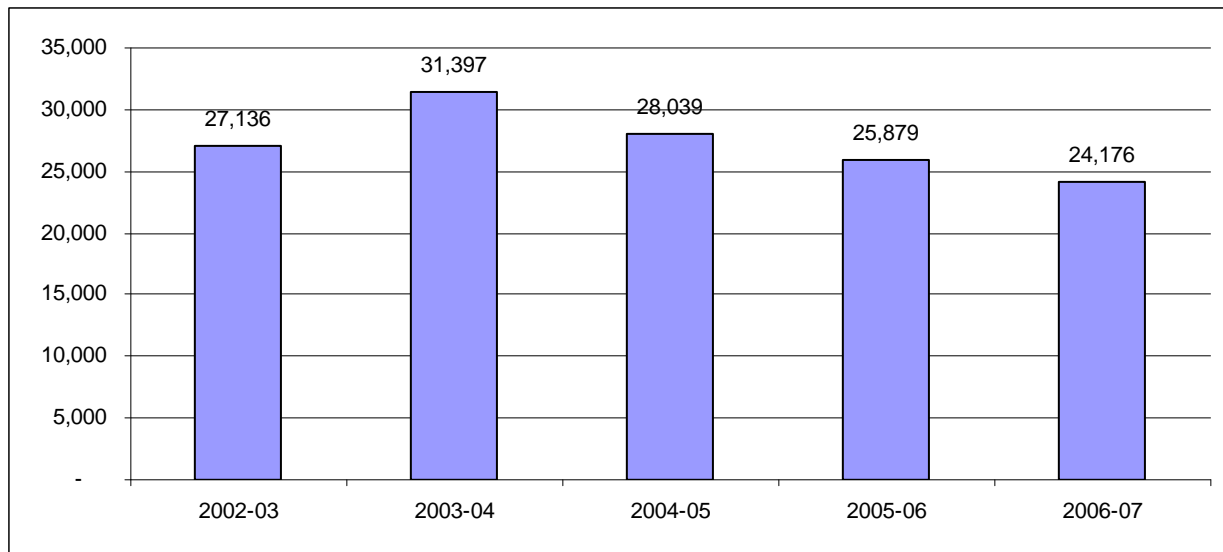
Teachers may earn a California teaching credential through a variety of programs offered by Institutions of Higher Education (IHE) or through intern programs offered by a school district, county office of education, or consortia of districts. All teacher preparation programs must meet the same high teacher preparation standards and be accredited by the Commission. Teachers prepared in other states have options for obtaining a California credential depending on their years of experience. Recent legislation has streamlined this process for out-of-state teachers.

The following chart shows the numbers of teachers initially earning California teaching credentials for fiscal years 2002-03 through 2006-07. The last column reports the percent change in teaching credentials issued between 2005-06 and 2006-07 and shows that the supply of newly credentialed teachers in 2006-07 decreased by nearly 7 percent over the previous fiscal year.

Chart A: Total California Teaching Credentials Issued

	2002-03	2003-04	2004-05	2005-06	2006-07	% Change over 05-06
California IHE Prepared	21,649	27,150	24,149	22,419	20,308	-9.4%
District Prepared	631	672	586	379	296	-21.9%
Out-of-State Prepared	4,856	3,575	3,304	3,081	3,572	15.9%
Totals	27,136	31,397	28,039	25,879	24,176	-6.6%

Figure 1: Total Teaching Credentials Issued in California, 2002-03 to 2006-07



The following charts show the types of teaching credentials earned in California through the avenues outlined on the previous page – California IHE programs, school district programs, and teachers prepared in other states. There are currently three basic types of teaching credentials issued by the Commission for service in K-12 academic settings. Multiple subject teaching credentials authorize service in self-contained classrooms such as classrooms in most elementary schools. Single subject teaching credentials authorize service in departmentalized classes such

as those in most middle and high schools. Education specialist credentials authorize service in special day classes and in resource programs for students with special needs. In every case, the last column of the charts report the percent change in credentials earned between 2005-06 and 2006-07.

Chart B: The Number of Credentials Earned through California IHEs*

	2002-03	2003-04	2004-05	2005-06	2006-07	% Change over 05-06
Multiple Subject	13,468	16,117	13,805	12,135	10,362	-14.6%
Single Subject	5,701	8,053	7,543	7,050	6,597	-6.4%
Education Specialist	2,480	2,980	2,801	3,234	3,349	3.6%
Totals	21,649	27,150	24,149	22,419	20,308	-9.4%

**IHE prepared includes both student teacher and intern delivery models*

Figure 2: Basic Credentials Earned by Individuals Prepared in California Institutions

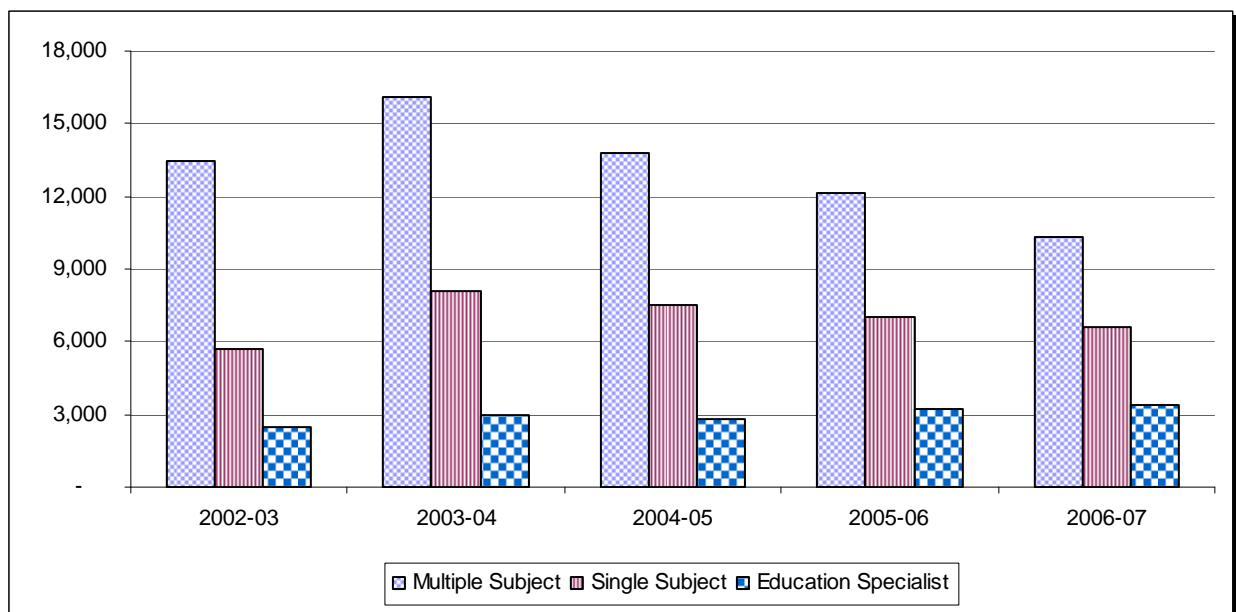


Chart C: The Number of Credentials Earned through District Preparation Programs

	2002-03	2003-04	2004-05	2005-06	2006-07	% Change over 05-06
Multiple Subject	514	515	350	118	66	-44.1%
Single Subject	106	142	220	194	123	-36.6%
Education Specialist	11	15	16	67	107	59.7%
Totals	631	672	586	379	296	-21.9%

Figure 3: The Number of Credentials Earned Through District Preparation Programs

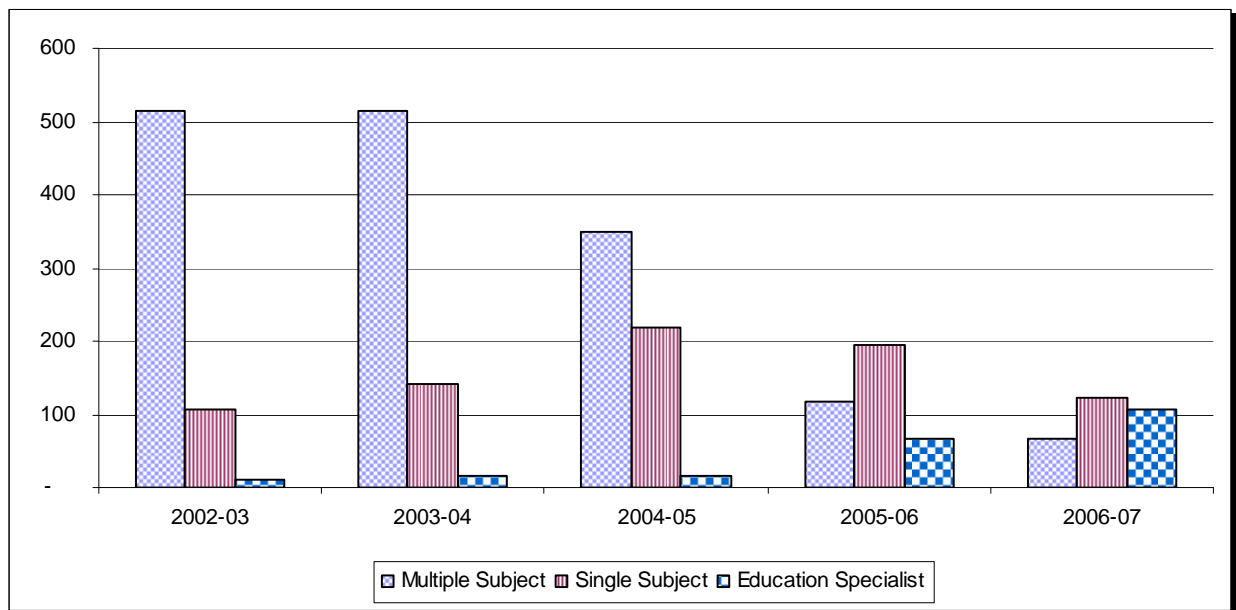
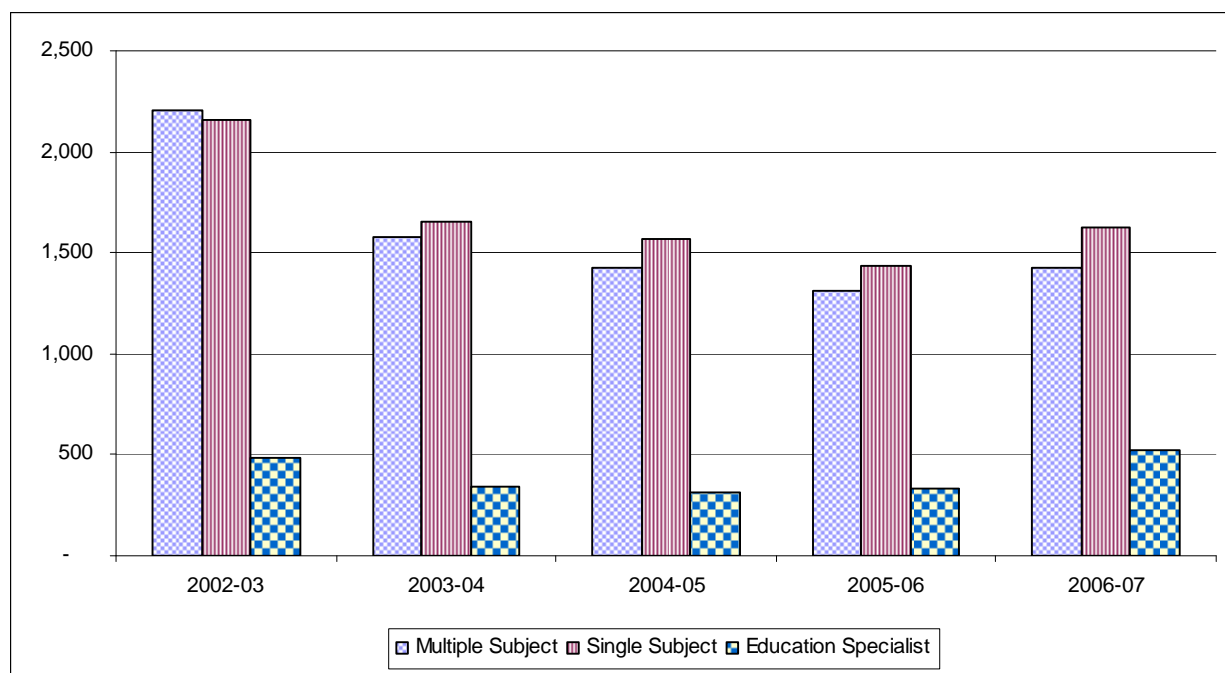


Chart D: Credentials Granted in California for Teachers Prepared Out-of-State

	2002-03	2003-04	2004-05	2005-06	2006-07	% Change over 05-06
Multiple Subject	2,210	1,577	1,423	1,310	1,426	8.9%
Single Subject	2,161	1,655	1,564	1,436	1,627	13.3%
Education Specialist	485	343	317	335	519	54.9%
Totals	4,856	3,575	3,304	3,081	3,572	15.9%

Figure 4: Credentials Granted in California for Teachers Prepared Out-of-State



The Types of Credentials Teachers Are Earning

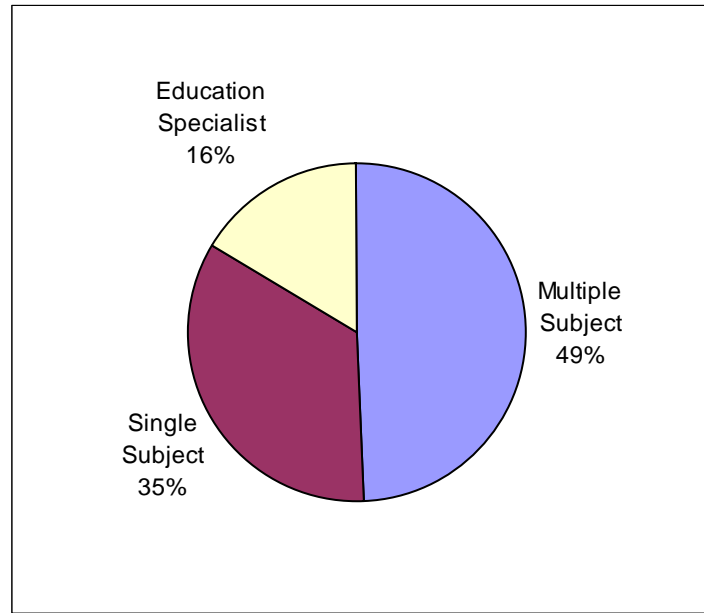
This report focuses on teaching credentials for California's K-12 classrooms. As stated previously, there are currently three basic types of teaching credentials issued by the Commission for service in K-12 academic settings: multiple subject teaching credentials, single subject teaching credentials, and education specialist credentials.

As shown in the chart below, multiple subject teaching credentials comprised 49 percent of the total number of credentials issued in 2006-07 at 11,854. Single subject teaching credentials comprised 35 percent at 8,347, and education specialist teaching credentials comprised 16 percent of the total at 3,975.

Chart E: Number and Types of Basic Credentials Issued During 2006-07

Multiple Subject	11,854	49.0%
Single Subject	8,347	34.5%
Education Specialist	3,975	16.4%
Total	24,176	100%

Figure 5: The Distribution of Basic Credentials Issued in 2006-07



Preparation through an Intern Delivery Model

California offers great flexibility for individuals interested in becoming teachers. The traditional route to teaching includes a year of post-baccalaureate preparation courses including field experience and student teaching. The experience is carefully planned to introduce the prospective teacher into the classroom and to ensure that the teacher is fully prepared upon earning the credential. However, this route does not meet the needs of many individuals who have the skills and dedication necessary to become excellent teachers. For individuals who must earn a living while completing a teacher preparation program and for career changers who bring valuable skills and experience to the classroom, internship programs are a viable option.

Many IHEs offering teacher preparation programs also offer an internship alternative. School districts may also offer teaching internship programs. All alternative programs must meet the same high standards as traditional programs and must be accredited by the Commission. Each program must show how it prepares interns prior to their classroom experience and must show how interns are mentored and assessed in addition to providing continued teacher education courses and seminars.

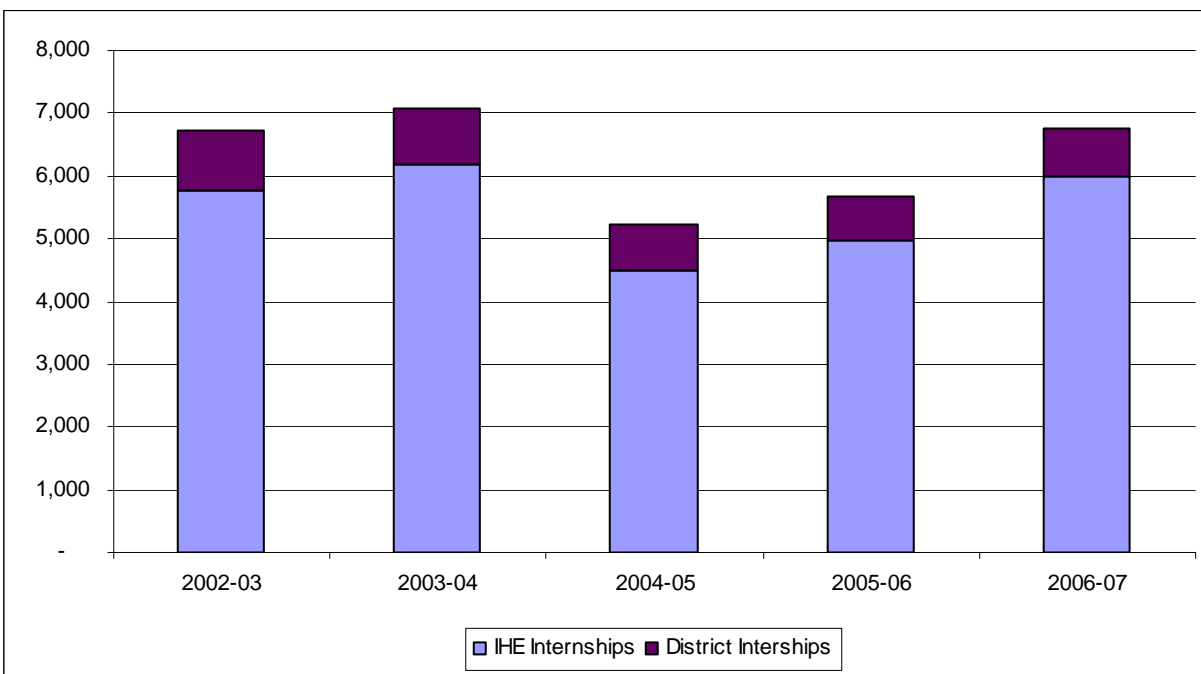
Chart F shows the number of internship credentials issued in both IHE and school district programs over a five-year period. There was a 19 percent increase between 2005-06 and 2006-07 in the total number of internship documents issued, with the greatest increase (20.4%) occurring in IHE-sponsored programs.

Chart F: Number of Internship Credentials Granted (IHE and District-Based)*

	2002-03	2003-04	2004-05	2005-06	2006-07	% Change over 05-06
IHE Internships	5,779	6,197	4,486	4,967	5,980	20.4%
District Internships	915	875	746	722	792	9.7%
Totals	6,694	7,072	5,232	5,689	6,772	19.0%

Internships may be 1, 2, or 3 years in length. Upon successful completion of an internship program, candidates will earn a preliminary credential.

Figure 6: Number of Internship Credentials Granted (IHE and District-Based)



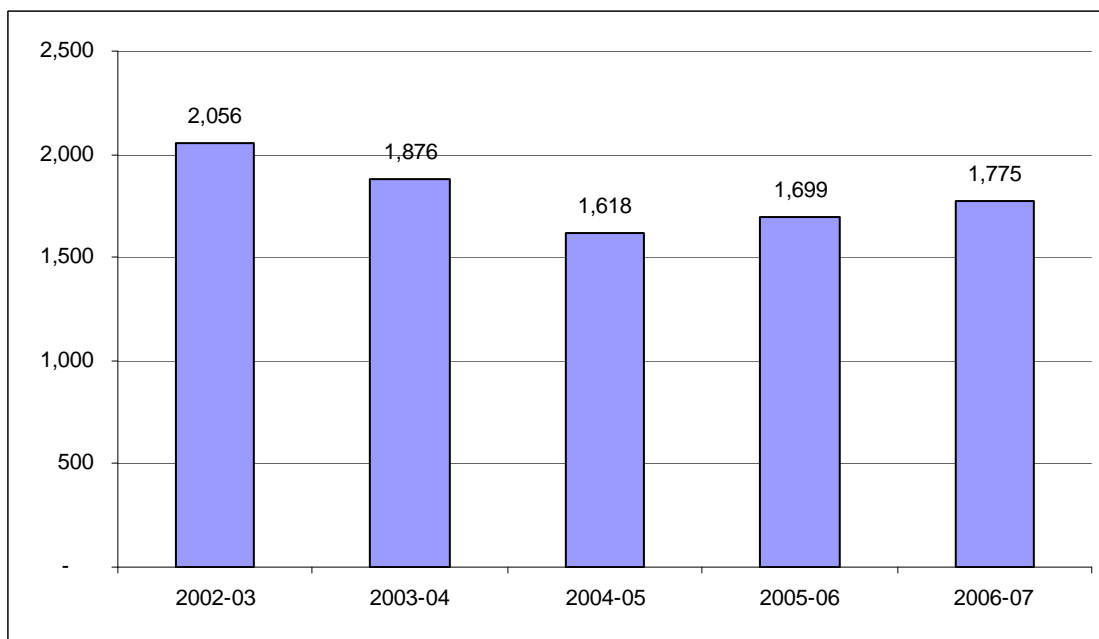
Paraprofessional Program

In the past few years, the Governor and the Legislature have provided funding for individuals working in classrooms as paraprofessionals who wish to become teachers. The paraprofessional teacher training program provides money for tuition and books, and offers academic support as participating classroom aides earn a college degree and complete a credentialing program. Due to fiscal challenges experienced by the State of California, the paraprofessional program experienced a dramatic reduction in funding that is reflected in the declining trend between 2002-03 and 2004-05 (-28.5%). Since 2005-06, however, there has been a steady increase in participants; 5 percent between 2004-05 and 2005-06 and 5 percent between 2005-06 and 2006-07. The paraprofessional program has been highly successful in moving participants into internship programs and on to obtaining full credentials.

Chart G: Number of Paraprofessional Program Participants

2002-03	2003-04	2004-05	2005-06	2006-07	% Change over 05-06
2,266	1,876	1,618	1,699	1,775	4.5%

Figure 7: Number of Participants in Paraprofessional Program



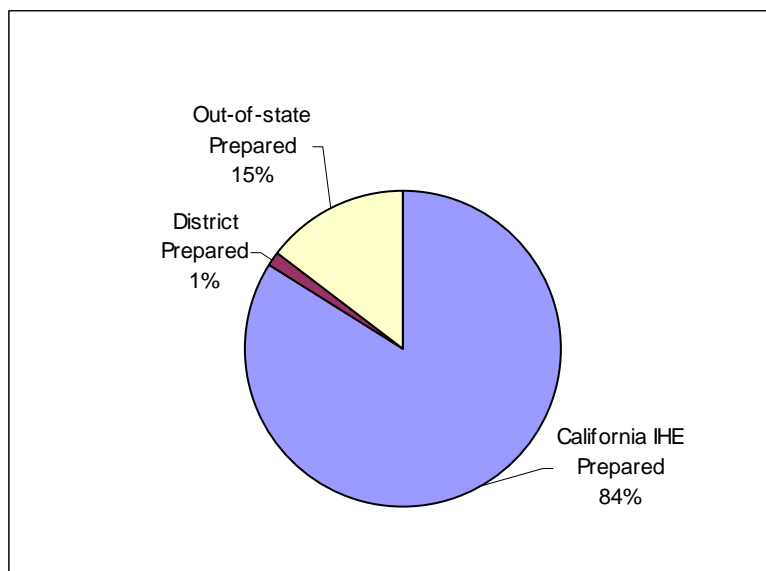
Who Prepares California's Teachers?

California universities prepared 84 percent of the newly credentialed teachers in California during fiscal year 2006-07. Teachers prepared in other states who became credentialed in California comprised 15 percent of newly credentialed California teachers. The remaining 1 percent of teachers was prepared through school district internship programs.

Chart H: Number of Teachers Prepared by Credential Type and Institution Type during Fiscal Year 2006-07

Certification Route	Multiple Subject	Single Subject	Education Specialist	Totals	Percent
California IHE Prepared	10,362	6,597	3,349	20,308	84.0%
District Prepared	66	123	107	296	1.2%
Out-of-state Prepared	1,426	1,627	519	3,572	14.8%
Total	11,854	8,347	3,975	24,176	100%

Figure 8: Distribution of Teachers Prepared by Teacher Preparation Institution Type

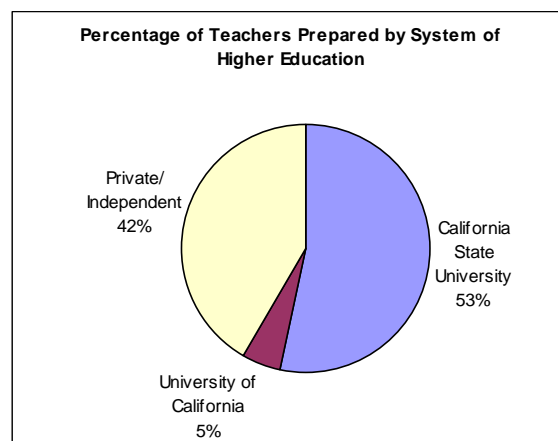


Of the three university systems – California State University (CSU), University of California (UC), and Private/Independent Universities – CSU campuses prepared 53 percent of the new teachers in the fiscal year 2006-07. Private/Independent Universities prepared 42 percent and UC programs prepared 5 percent of the new teachers.

Chart J: Percentage of Teachers Prepared by System of Higher Education

Fiscal Year 2006-07

California State University	10,840	53%
University of California	1,005	5%
Private/Independent	8,463	42%
Totals	20,308	100%



Are More People Considering a Teaching Career?

Tracking teacher preparation program enrollment can serve as a forecasting tool. Federal regulations require all states to report data on teacher preparation. Included in this report is enrollment data for all California IHE teacher preparation programs during fiscal year 2006-07.

The charts show enrollment data for multiple subject, single subject, and education specialist teaching credential programs. The first three charts and their corresponding figures show this data according to enrollment in each of the basic credential programs offered through the

California State University (CSU), the University of California (UC), Private/Independent Universities, and District Intern programs during fiscal year 2006-07.

Chart K: Enrollment in Multiple Subjects Preparation Programs

CSU	13,300
UC	545
Private/Independent	14,163
District Intern	192
Total	28,200

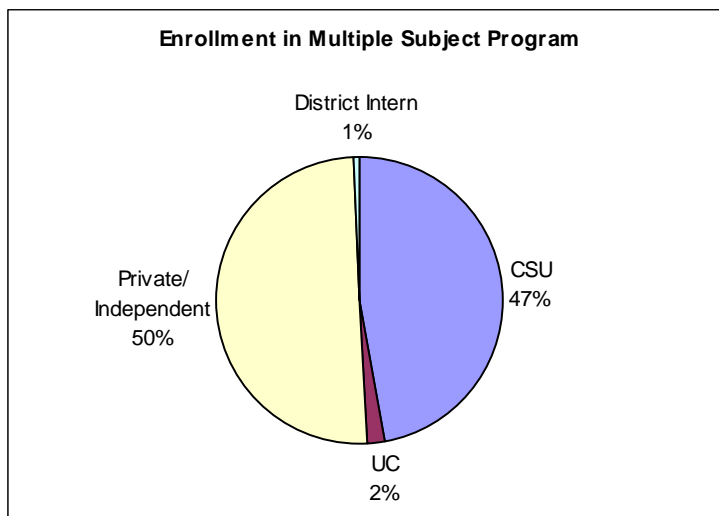


Chart L: Enrollment in Single Subject Preparation Programs

CSU	7,853
UC	508
Private/Independent	11,047
District Intern	502
Total	19,910

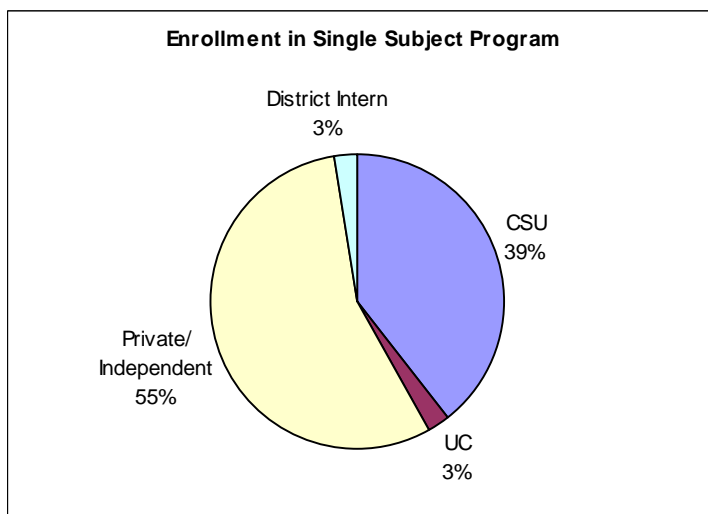
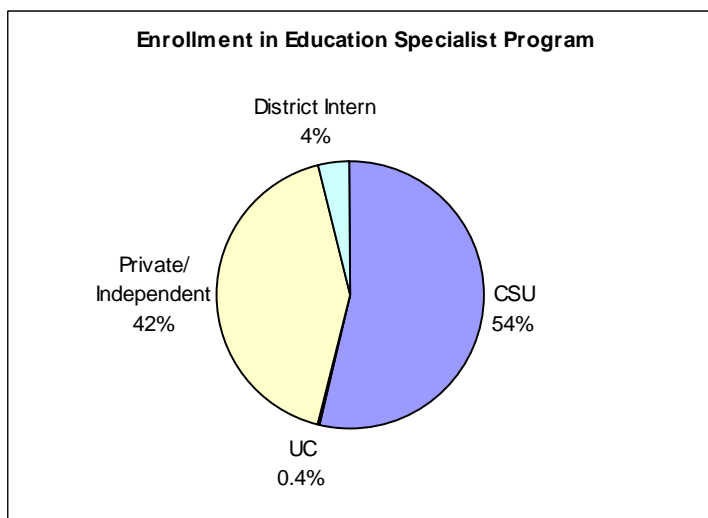


Chart M: Enrollment in Education Specialist Preparation Programs

CSU	6,357
UC	46
Private/Independent	4,982
District Intern	467
Total	11,852



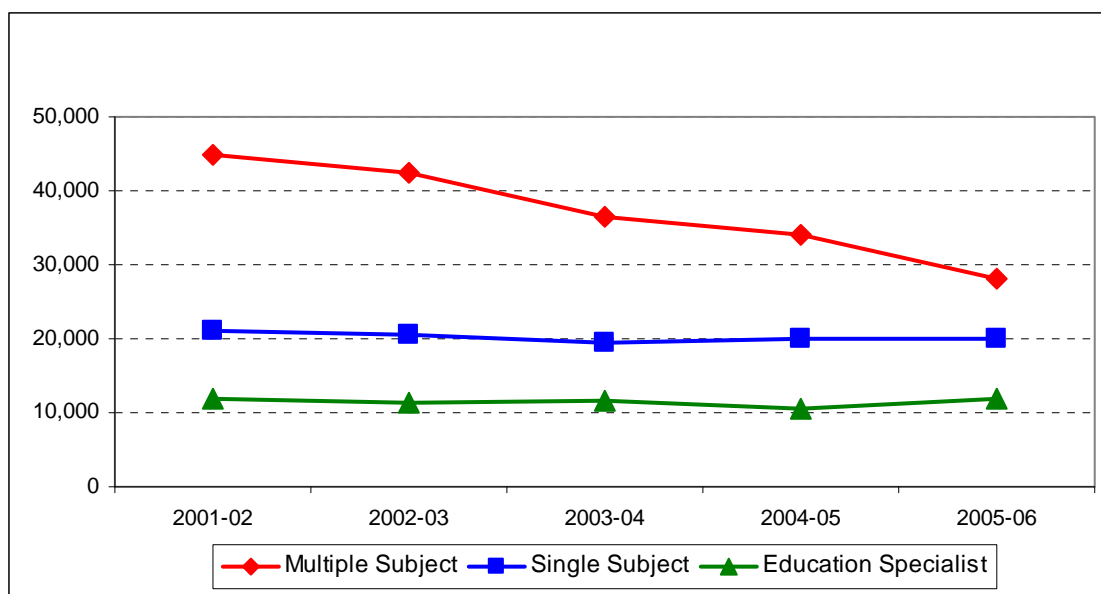
The next chart shows aggregate data for fiscal years 2001-02 through 2005-06. Because not all credential candidates complete their teacher preparation program in one year, the data should be viewed in light of the varying length of each candidate's progress toward the credential. The data show that there were 28,200 candidates enrolled in programs for multiple subject teaching credentials, 19,910 candidates enrolled in programs for single subject teaching credentials, and 11,852 candidates enrolled in programs for education specialist teaching credentials during academic year 2005-06. Total enrollment was down 7 percent over fiscal 2004-05.

Chart N: Total Enrollment by Basic Credential Type and Fiscal Year

	2001-02	2002-03	2003-04	2004-05	2005-06	% Change over 04-05
Multiple Subject	44,820	42,339	36,570	34,176	28,200	-17.5%
Single Subject	20,993	20,533	19,462	20,073	19,910	-0.8%
Education Specialist	11,892	11,331	11,563	10,504	11,852	12.8%
Totals	77,705	74,203	67,595	64,753	59,962	-7.4%

Note – 2006-07 enrollment data will not be available until April 2008.

Figure 14: Enrollment by Credential Types, 2001-02 to 2005-06

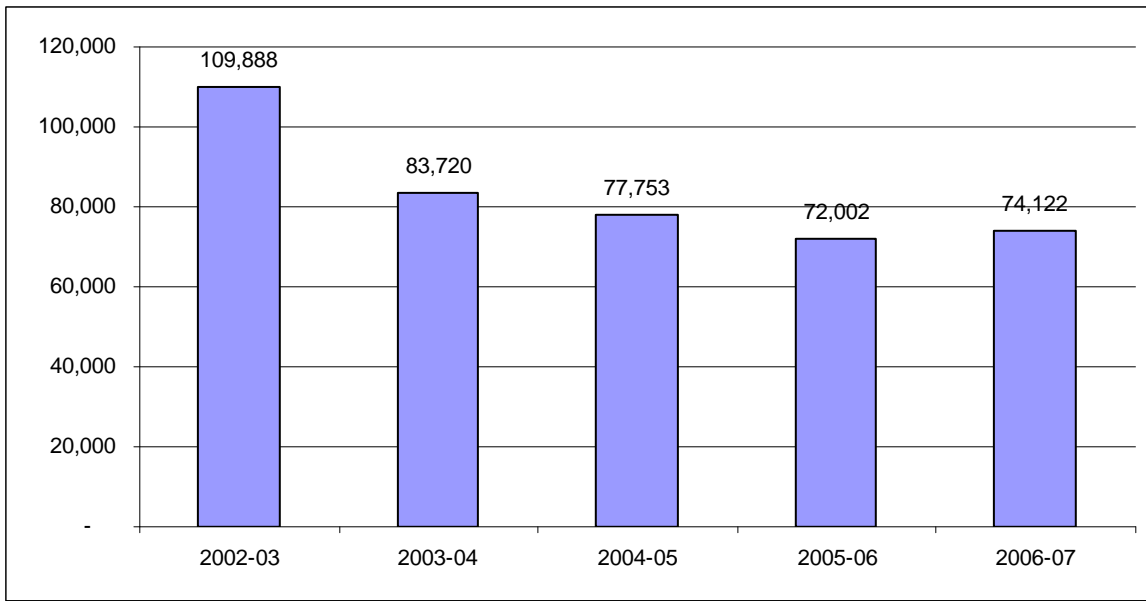


Another indicator of interest in teaching is the number of individuals taking the California Basic Educational Skills Test (CBEST). This exam is a prerequisite for all teaching and service credentials in California. It measures an individual's basic competence in reading, writing and mathematics. There were 74,122 CBEST examinees during fiscal year 2006-07. This was a 3 percent increase over the previous year. All examinee numbers include repeat test takers.

Chart P: CBEST Examinees

2002-03	2003-04	2004-05	2005-06	2006-07	% Change over 05-06
109,888	83,720	77,753	72,002	74,122	2.9%

Figure 15: Number of CBEST Examinees, 2002-03 to 2006-07



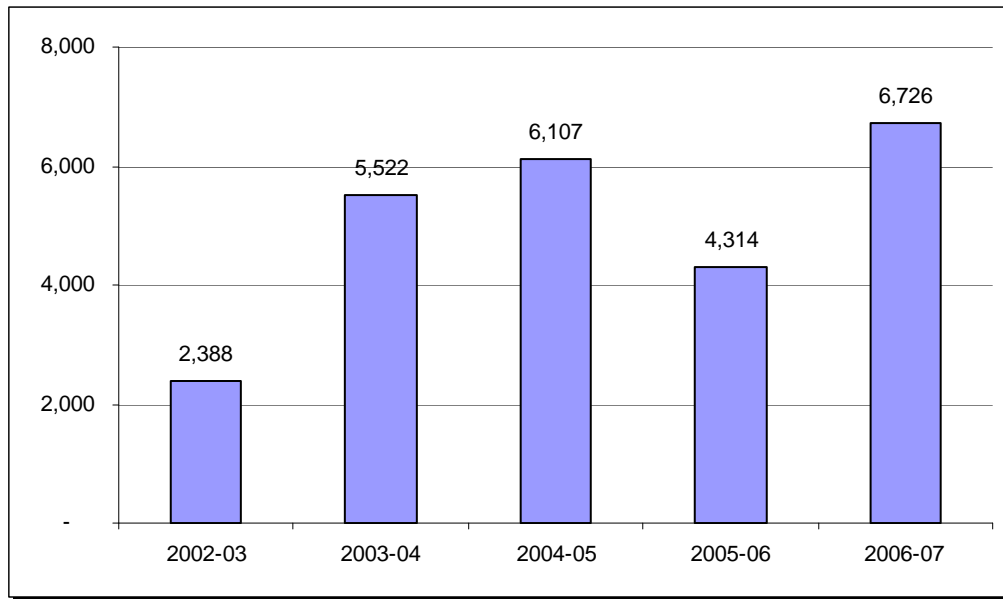
Teachers Who Earned an English Learner Authorization Through Staff Development

Teachers in classes with 20% or more English learners are required to hold the English learner authorization which is available through the provisions of Senate Bill 395 (Chap. 685, Stats. of 1999) and which became effective on January 1, 2000. This bill amended Education Code 44253.10, and created a transition to Commission approval of Staff Development programs and Commission issuance of the Certificate of Completion. The certificate serves as an additional authorization for experienced credentialed teachers and allows the holder to teach English learners in content areas using English. The provisions of SB 395 sunset on January 1, 2008.

Chart Q: Certificate of Completion of Staff Development for English Learner Authorization

2002-03	2003-04	2004-05	2005-06	2006-07	% Change over 05-06
2,388	5,522	6,107	4,314	6,726	55.9%

Figure 16: Certificate of Completion of English Learner Staff Development



The Number of Permits and Waivers That Are Not Compliant With The Highly Qualified Teacher Requirement In No Child Left Behind

The NCLB Act defines a highly qualified teacher as one who holds a bachelor's degree, a teaching credential issued by the State, and has established competency in the subject of the credential. There are a number of documents that an individual may hold that are not compliant with the NCLB Act. This section shows the numbers of Pre-Internship, Special Temporary Certificates, Short-term Staff Permit (STP), Provisional Internship Permit (PIP), Emergency Permits and Waivers that were issued in 2006-07. These documents are not compliant with the Highly Qualified Teacher Requirement in the NCLB Act.

The pre-intern program has seen its funding eliminated since pre-intern certificates are not compliant with NCLB. The pre-intern program provided funds for school districts to support teachers who would otherwise have served on emergency permits. The program offered training in basic classroom skills such as classroom management and organization, provided mentoring, and helped participants meet the credentialing subject matter requirements to enter an internship program.

On August 2, 2005, Californians for Justice Education Fund filed suit against the Commission on Teacher Credentialing regarding the Commission's authority to issue Individualized Internship Certificates (IIC). On November 2, 2005, the Court determined in a stipulated judgment that the Commission did not have the authority to issue Individualized Internship Certificates without first promulgating regulations. As a result the previously issued IICs were deemed void and replaced with Special Temporary Certificates. A Special Temporary Certificate allowed individuals who had completed subject matter programs to participate in college and university based teacher preparation programs while earning a credential. No Special Temporary

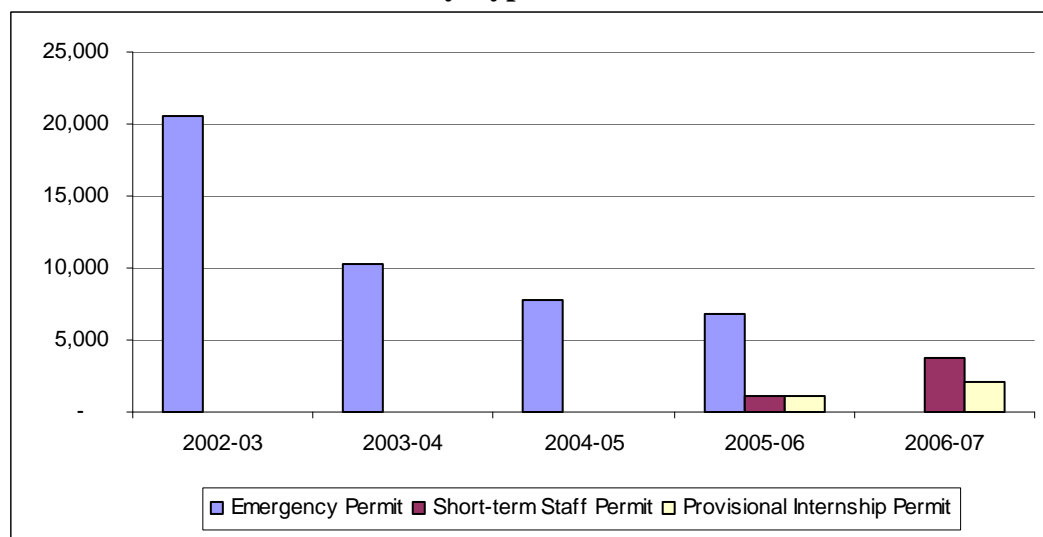
Certificates were issued for 2006-07 since the issuance of this certificate ended on November 2, 2005.

Overall, there is a declining trend in the total number of permits issued. No emergency permits (with term Long Term) were issued in 2006-07. Two new documents began to be issued in 2005-06, the STP and the PIP. The STP allows an employing agency to fill an acute staffing need when local recruitment efforts have been made but a fully credentialed teacher could not be found. The PIP allows an employing agency to fill an immediate staffing need by hiring an individual who has not yet met the subject matter competence requirement needed to enter an internship program. The PIP and STP documents were issued to individuals that previously might have been issued an Individualized Intern Certificate. Though there is an increase in the Short-term Staff Permit (by 259 percent) and Provisional Internship Permits (78 percent) overall there was a decrease of 26 percent in permits.

Chart R: Number of Permits Issued by Type of Permit between 2002-03 and 2006-07

	2002-03	2003-04	2004-05	2005-06	2006-07	% Change over 05-06
Emergency Permits	20,583	10,242	7,766	6,815	0	-
Short-term Staff Permit				1,049	3,764	258.8%
Provisional Internship Permit				1,163	2,067	77.7%
Total	20,583	10,242	7,766	9,027	6,672	-26.1%

Figure 17: Number of Permits Issued by Type of Permit between 2002-03 and 2006-07

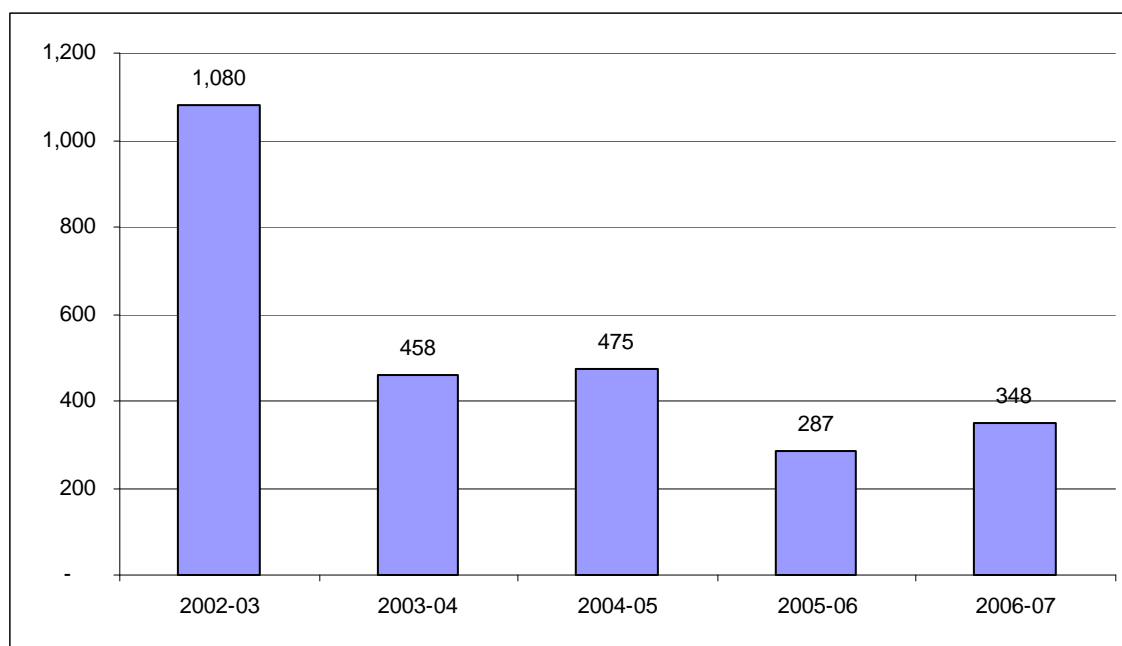


The number of credential waivers issued in 2006-07 increased by 21 percent increase over 2005-06 as illustrated in Chart S. Taking into account the total number of certificated teaching staff in California's schools and the number of teaching permits issued, the percentage of teachers on permits and waivers has decreased from 3.0 percent in 2005-06 to 2.0 percent in 2006-07. Credential waivers remained at 0.1 percent of the total certificated teaching force in 2006-07.

Chart S: Number of Teaching Waivers Issued

2002-03	2003-04	2004-05	2005-06	2006-07	% Change over 05-06
1,080	458	475	287	348	21.3%

Figure 18: Number of Teaching Waivers Issued



Number of Individuals Employed in Public Schools Holding Teaching Documents

The following table shows the total number of individuals holding teaching documents who were employed in California public schools during fiscal years 2005-06 and 2006-07. The table also shows these numbers as a percentage of the total teaching staff¹.

Chart T: Number of Individuals Holding Teaching Documents

	2005-06		2006-07	
	Number	% of Total	Number	% of Total
University Internships	4,967	1.6%	5,980	1.9%
District Internships	722	0.2%	792	0.3%
Special Temporary Certificate	829	0.3%	0	0.0%
Provisional Internship Permit (PIP)	1,163	0.4%	2,067	0.7%
Short Term Staff Permit (STP)	1,049	0.3%	3,764	1.2%
Emergency Permits	6,815	2.2%	0	0.0%
Waivers	287	0.1%	348	0.1%
Fully credentialed	292,032	94.9%	294,998	95.5%
Total	307,864	100.0%	308,790	100.0%

¹ California Department of Education 2006-07 CBEDS Data

Summary

Fiscal year 2006-07 saw the number of individuals initially earning a California teaching credential decrease by nearly 7 percent. This is the third straight year in which the total number of initial credentials issued has decreased. Although the total number of credentials has decreased, the number of Out-of-State credentials has increased by almost 16 percent. There has been a 19 percent increase in the number of teachers prepared through intern programs, both through IHE and District programs, approximately 20 percent and 10 percent, respectively. There continues to be a significant increase in the number of Education Specialist credentials issued via all preparation sources – IHE, District, and Out-of-State prepared.

After a steady decline in the number of individuals taking the CBEST, there is a 3 percent increase over the previous fiscal year in CBEST examinees. There is also an increase of 5 percent in the Paraprofessional participants. The number of candidates enrolled in teacher preparation programs declined for the fifth consecutive year.

Overall, in the public schools there was nearly a 1 percent increase in fully-credentialed teachers as a proportion to all those teaching in the public schools. Fully-credentialed teachers represented 95.8 percent of all California public school teachers in 2006-07, up from 94.9 percent in 2005-06.